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ABSTRACT

Developed by experienced migrant education teachers using several Sight and Sound Program concepts, this volume presents 44 predrafted individual short-term Plan/Records for secondary level students in the subject area of government, and step-by-step utilization directions for Oregon resource teachers, secondary classroom teachers, and aides. The approach assumes that the migrant student will only be available for instruction for a short period of time, generally 2 to 6 weeks. Following a quick assessment, using whatever information is available, the teacher selects one or more short-term plans, each addressing a single content area and focusing on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, constituting the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion is met, who attests to this fact, and any relevant comments, forming the record portion of the Plan/Record. The government Plan/Records cover concepts such as: the meaning of sovereignty; forms of world government; characteristics of capitalist, communist, and socialist economies; effect of media on government; development of democracy; qualifications and duties of U. S. Representatives, Senators, Presidents, and voters. (NEC)

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PREDRAFTED INDIVIDUAL SHORT - TERM PLAN/RECORDS

(SECONDARY LEVEL)

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PREDRAFTED INDIVIDUAL SHORT-TERM PLAN/RECORDS

DIRECTIONS FOR RESOURCE TEACHERS, TEACHERS AND AIDES

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September 1981

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OREGON ESEA
I-M PROGRAM

INTRODUCTION

One of the problems that must be frequently faced in migrant education is that of providing instruction to the active migrant child who attends a particular school for only a short period of time. While the number of active migrants in Oregon is declining there is still a problem of considerable magnitude. In school year 1980-81 there were 5,489 active migrants out of a total of 9,797 eligible for the regular and summer term programs.

One method which appears promising as a means of addressing the active migrant child's individual needs is a technique called Individual Short-term Plan/Records. The use of this approach by teachers has gradually increased since being introduced four years ago. It is currently being used in various areas of the state. In this approach the teacher assumes that the student will only be available for instruction for a short period of time, generally two to six weeks. After a quick assessment, using whatever information is available, the teacher drafts one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single page form. This is the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion was met, who attests to this fact, and any relevant comments. This constitutes the record portion of the Plan/Record.

As might be expected many teachers found numerous students with similar if not identical needs for specific instructional activities. This raised the possibility of pre-drafting Individual Short-term Plan/Records that could be used by the teacher with any student who had the particular need addressed by an objective. A group of five experienced migrant education teachers who had made extensive use of Individual Short-term Plan/Records and Sight and Sound

was brought together to generate pre-drafted Plan/Records to cover situations which they felt were frequently encountered with active migrant children.

It was believed that Individual Short-term Plan/Records could be developed in the secondary level by using several Sight and Sound Program concepts. Various program concepts were chosen and the development of Individual Short-term Plan/Records in these areas began. The areas chosen were Communication Arts, Government, History, Mathematics, and Science.

The area of Personal Finance was also developed, despite not being a Sight and Sound concept. Because of the requests and necessity to produce this subject area, it was only appropriate to develop it at this time.

The Individual Short-term Plan/Records in this booklet will contain these areas:

- Communication Arts
- Government
- History
- Mathematics
- Personal Finance
- Science

In several plans, corresponding Sight and Sound concept numbers are listed to show the linkage of Short-term Plans to Sight and Sound concepts. This will greatly benefit the users of both the Sight and Sound Programs and Individual Short-term Plan/Records Project. In addition, to further combine programs and to have a flow of continuity, some of the Math programs will have Skills List numbers. The Skills List numbers are to be used for whatever purposes and in whatever ways are designated by the Migrant Education Service Center in Salem. For further information on Skills List matters contact Mr. Dan Santos of that office, phone 378-6853.

Several classroom teachers are to be acknowledged for their line efforts in developing these Individual Short-term Plan/Records. Almost all have had experience in writing single concept programs and have authored various Sight and Sound

programs. These people are Barbara Griffin of Sprague High School who wrote all of the Communication Arts plans; Maria Hinojosa of Marion County was responsible for writing the Government and History plans; Robert Dedrick of Silverton Union High School developed the Mathematics plans; Jinny Carter of McKay High School wrote the Personal Finance plans; and James Brueckner of Silverton Union High School wrote the Science Programs. Technical assistance and coordination of the secondary level programs was performed by Merced Flores, M.E.S.C. Secondary Curriculum Development Specialist. Bill Savard of the Northwest Regional Educational Laboratory served as a consultant. A special thanks goes to Doreen Lucero and Gayle Jolliffe who spent many hours typing these Short-term Plans.

Directions for Resource Teacher:

If you are a resource teacher, either traveling or working from a fixed location, who works through regular classroom teachers or aides you have the option of using either the loose-leaf reproducible version or the bound booklet version of the pre-drafted Individual Short-term Plan/Records.

In order to use the loose-leaf version you will need access to a xerox or other easy to use duplicating machine to replenish your initial stock of pre-drafted Individual Short-term Plan/Records. Your initial stock consists of 10 copies of each Plan/Record. Whenever your stock drops to three or less copies of any one Plan/Record simply xerox the required number and put them into the correct place in your folder.

Step I

Carefully review the entire set of pre-drafted Plan/Records. Being thoroughly familar with the content will greatly increase your ability to use them efficiently. Remeber, these pre-drafted Plan/Records are not your only tools. You will have to decide when and when not to use them.

Step II

Consult with the teacher or aide who will be working directly with the child. If possible work with or at least observe the child. Review the range of possible Plan/Records that could be used with the child in question at this particular point in time. Jointly select one or more Plan/Records. Discuss and decide upon the time period to be covered. Keep it as short as practical. Fill in the dates. Discuss the activities. Check to see that proper materials are available. If not, take action to obtain them. Carefully review the criterion statement, make certain that the teacher (or aide) understands it. Leave the Plan/Record with the teacher (or aide) with the understanding that you will be checking on it on your next visit. Arrange for telephone consultation in case there are problems in the meantime.

Step III

As Individual Short-term Plan/Records are completed have the teacher (or aide) fill out the rating form on the back of each one. Then collect them in chronological order by location. At the end of the term they will be summarized on a regular Individual Short-term Plan/Record Summary Sheet (Form OF 9). The Project Coordinator will discuss data collection procedures further with you individually.

Directions for Classroom Teachers (and Aides) Who Provide Direct Instruction to Students:

As a classroom teacher you will most likely be using the bound booklet version of the pre-drafted Individual Short-term Plan/Records, UNLESS you work under the direction of a resource teacher and a decision has been made to try the loose-leaf version. The content of both versions is the same. We are trying both in different locations so as to learn the advantages of the different formats. The following directions apply to the bound booklet version.

Step I

Carefully examine each of the six booklets (Communication Arts, Government, History, Mathematics, Personal Finance, and Science) to become thoroughly familiar with their content. If a child has educational problems in either of these areas, select the appropriate booklet(s) and enter his name and other identifying information on the cover. The Plan/Records in the booklets are arranged roughly in order of difficulty but they do not constitute an iron-bound sequence. Feel free to vary the order and to skip items. Each of these students need many skills. Our task for the moment is to find one or more appropriate tasks he needs to undertake now and to get underway with it immediately. As these tasks are completed another can be started.

Step II

The criterion statements at the bottom of each sheet can be used in a bracketing technique to find an appropriate place to start with the student. After talking with the student select a sheet near the front of the booklet. Informally test him against the criterion statement. If he accomplishes it easily, try something considerably more difficult from the back of the booklet, if that is too hard try something toward the middle, and so on until you have reached a decision as to what might be appropriate.

Step III

After you have selected one or more appropriate Plan/Records simply enter the planned dates at the top of the sheet and get under way with the activities.

Step IV

At the end of the designated time period, or sooner if the student seems to be making rapid progress, check (test) the child according to the criterion statement at the bottom of the sheet. If the child meets the criterion (i.e., passes the test) record that fact by checking the YES space and dating and signing in the designated places. If he does not meet the criterion, do the same after checking the NO space. Enter the total days the student participated out of the total actual school days in the planned period. Then fill in the rating form on the back of the Plan/Record.

Step V

Review your results. Was the task clearly too hard? Too easy? Should you have allowed more time? Less time? Was he absent so much that he could not be expected to meet the criterion? With these questions and your answers in mind start the selection process for the next Plan/Record. In some cases you may want to modify a Plan/Record. To do so simply write directly on the sheet. In extreme cases you may want to create a whole new Plan/Record. Blank forms for that purpose are provided at the back of the booklets. It is suggested that you gain some experience with the pre-drafted Plan/Records before creating new ones. How much experience is sufficient is a matter for your judgment.

Step VI

Accumulate the completed Plan/Records by leaving them right in the booklets. Keep the booklets even if the student leaves the school. At the end of the term all of the Plan/Records will be summarized. Your resource teacher, someone from the area office, or the Project Coordinator will help you with the summary at that time.

Sources

Many of the sources you may want to use are listed or attached on the Individual Short-term Plans. Since many of the plans were developed to go along with the Sight and Sound filmstrip/cassette program, you may want to use or acquire these programs. Sight and Sound Program information is available by calling Merced Flores at 378-6853. Do not feel obligated to use the listed materials. These are only suggestions.

GOVERNMENT

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student the meaning of the word "sovereignty."

Activities: What will be done, when, how much (time), by whom?

1. Sovereignty - supreme and final legal authority, whether held by a monarch, a state, or the people. Having the right or power of self-government.
2. In a democratic society, the people are recognized as the sole source of government authority. Power held by the government comes from the people.
3. Ask the student to cite examples of sovereignty for the government at the national, state, and local level.
4. Discuss - does any government or state ever possess total sovereignty?
5. Define and discuss - the term "popular sovereignty" use the example of the preamble in the constitution; "we the people of the United States . . ."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the term sovereignty.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the characteristics of a state at the world or international level.

Activities: What will be done, when, how much (time), by whom?

1. After discussing the four characteristics of a "state" as defined at the world level:

   a) Instruct the student to consult a world atlas and find a list of all the states (countries) in the world.
   b) Choose five "states." For each one (consult an encyclopedia) give a brief description of their:

   - population
   - territory-boundries
   - government
   - sovereignty

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The students will be able to identify the four characteristics of a "state" at the world or international level. Population, territory, government, sovereignty.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Government Sight & Sound 10.5.3

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the various forms of World Government.

Activities: What will be done, when, how much (time), by whom?

1. List the various forms of World Government on the board.

   a) Parliamentary
   b) Unitary
   c) dictatorship
   d) confederation
   e) federal
   f) democratic
   g) presidential

2. Instruct the students to create a bulletin board with a large drawing of the world. Use yarn to point to each country representing the various forms of governments.

   a) Label each country according to form of government.

3. Find examples of countries with combinations of governments.

4. What form of government does the United States have?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the various forms of government.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Government Sight & Sound 10.5.4

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the characteristics of a capitalistic economy.

Activities: What will be done, when, how much (time), by whom?

1. Using a flannel board (or on a bulletin board) set up a building with four pillars. Label the roof or main part of the structure, "Capitalism." Label one pillar "private ownership," the other. "Individual initiative," the other "profit," and the last one "competition."

   a) Discuss each "pillar" as you are placing it on the flannel or bulletin board.

2. Use an overhead projector to point out, countries in the World with Capitalistic economic systems.

3. On a drawing of a globe students may shade in countries that are capitalistic.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list the characteristics of a capitalistic economy and name at least two countries that are capitalist.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10 5 5

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Through a study of a modern socialist country, the student will become familiar with the economic system known as socialism.

Activities: What will be done, when, how much (time), by whom?

1. Give the students a list of countries where socialist parties have been in power. (Norway, Denmark, Sweden.)

   a) Have the students pick one country and make mini-reports on: Education, Social welfare, Government.
   b) Give the students this list of terms to watch for as they do their (research) reference work.

   collective ownership
   nationalization
   socialization
   mixed economy
   equal distribution of wealth

   c) Ask the students to give a definition of socialism based on their findings.

2. Ask the students if they can list the difference between Socialism and Communism.

3. Present a filmstrip or film on one of the countries listed above.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the term socialism and give one example of a country with a socialist economy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.6

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student with the economic system called communism.

Activities: What will be done, when, how much (time), by whom?

1. Define the term "Communism."

   a) the state owns most of the land, natural resources, industry, and transportation.
   b) all profits should go to the worker and not business.
   c) owns and operates all of the main medias of communications.

2. Provide the students with a world map.

3. Have them shade in those countries with communistic economies.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify three principles of the economic system known as Communism.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.7

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To study the effect of the media (newspapers) on government.

Activities: What will be done, when, how much (time), by whom?

1. Discuss - the role of newspapers in government and politics.
2. Introduce the student to the section of the newspaper called the Editorial page.
3. Review and discuss - the political cartoons.
4. Instruct the student to bring a newspaper (or provide some copies) to class.
5. Have the student cut out any articles which have some type of influence in government or politics. The student may create a scrapbook or a bulletin board.
6. As a teacher or instructor, locate a copy of a newspaper printed on the eve of an election. Help the students hunt for evidence of the newspapers influence on elections. (This refers to the stance a newspaper takes on certain issues, or their endorsement of a political figure.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will cite one instance where the newspaper has an influence on government or politics.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.8

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the role of radio in government.

Activities: What will be done, when, how much (time), by whom?

1. Define and discuss - the Federal Communications Commission.
2. Instruct the student to listen to a radio broadcast as it is going off or signing off the air. What announcement does it make?
3. Locate reference material on Radio Free Europe and Voice Of America. If possible locate a tape on one program.
4. If a tape cannot be located, help the student make an oral or written report on one or the other.

TERMS TO DEFINE: Federal Communications Commission, public interest, censor, licenses, frequency, broadcasting power, Emergency Broadcast System.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. The student will be able to cite one regulation that the government places on radio stations.

AND, OR

2. The student will be able to list one instance where the radio is a direct influence on government or politics.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.9.1

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with government regulation on television broadcasting.

Activities: What will be done, when, how much (time), by whom?

As the instructor you may choose to do several of these activities or only one.

1. REVIEW: The function of the Federal Communications Commission with the students.
2. DISCUSS: Its direct influence or control on television.
3. REFER: The students to the periodicals in your library. Locate information on the ban on Cigarette advertisements on television.
   a) Where did this control stem from (congress).
   b) Discuss public pressure on Congress to make such a move.
4. Help the student locate information and report on the recent controversy regarding children's television and the regulation of not only programming but advertisements as well.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list and describe at least one way in which government regulates television broadcasting.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Government Sight & Sound 10.5.9.2

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To become acquainted with the role of television in government and politics.

Activities: What will be done, when, how much (time), by whom?

1. Guide the students through a brief history of television in the United States. Compare the number of televisions owned by people in 1940-50 as opposed to 1970-80.

2. For three days have the student watch for any programming related to government in progress or at work. Make a list of these programs.

3. If it is available in your area, arrange to watch a broadcast of Senate or House hearings.

4. DISCUSS:
   a) Political announcements on TV.
   b) Political debates on TV.
   c) The Jimmy Carter - Ronald Reagan Presidential debates on television.
   d) How much of an effect did they have on the election?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list at least and describe at least one instance where television has a direct influence on government or politics.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.10

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the term "public opinion."

Activities: What will be done, when, how much (time), by whom?

1. DEFINE AND DISCUSS - the term "Public opinion."

   "public" - the shared opinion or view of a number of individuals.
   opinion - a view, or feelings on an idea or issue.

2. DISCUSS - Public opinion as defined for purposes of the study of government.

3. Bring newspapers to the classroom and have the students create a "Public opinion" bulletin board. Cut out letters to the editor that express opinions on various issues. Display them on the "bulletin board."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the term public opinion and give one example of a public opinion.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Government Sight & Sound 10.5.11

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn about factors that influence public opinion.

Activities: What will be done, when, how much (time), by whom?

1. Provide the student with a list of factors that influence public opinion. Among them:

   a) family
   b) school
   c) church
   d) club
   e) political party
   f) labor union
   g) employment relationships
   h) motion pictures
   i) books
   j) pamphlets
   k) newspapers
   l) magazines
   m) plays
   n) radio
   o) television

2. Ask the student to pick one issue and list which factors would influence public opinion on that issue.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list at least five factors that can influence public opinion.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.12

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the term "poll."

Activities: What will be done, when, how much (time), by whom?

1. DEFINE AND DISCUSS - with students polls and their purpose.
2. Help the students conduct a poll, whether it be one classroom, all of the 9th graders or 10th, 12th graders, etc., total school or one block in their neighborhood.
3. Help the student pick an issue, or issues such as "Should students be allowed to smoke on campus?"

TERMS TO DEFINE: Public opinion, "straw vote," sidewalk surveys, scientific sampling, random sample, forecast, Gallup poll, Harris survey, quota, sample population.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the term "poll."

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.13

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the basic concepts of democracy.

Activities: What will be done, when, how much (time), by whom?

1. Outline the basic concept of Democracy with the students.
2. Locate reference materials on and write a short paragraph for each.
   a) direct democracy as practiced in early Athens
   b) a New England town meeting
3. Have the students write a paper on why it would be impossible to have direct democracy in the United States today.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the terms democracy: indirect and direct.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Government Sight & Sound 10.5.14

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the early development of democracy (600 BC - 1500's).

Activities: What will be done, when, how much (time), by whom?

1. Direct the students to make a timeline entitled, "The Early Development of Democracy."
2. Use colored pencils, and stickers, or stars to mark important dates. Important events may include:

   a) Greece 600 BC
   b) Cicero (Rome) every man has natural rights
   c) Christianity - Middle Ages - all men equal before God
   d) 1215 Magna Carta

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to name two events important to the development of Democracy (600 BC - 1500).

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.15

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Activities: **What will be done, when, how much (time), by whom?**

1. Direct the students to make a timeline entitled, "The Modern Development of Democracy."
2. Use colored pencils, and stickers, or stars to mark important dates. Important events may include:

   a) Martin Luther and the Protestant Reformation
   b) England - Parliament Supremacy 1688
   c) England - Bill of Rights 1689
   d) French Revolution 1789
   e) Montesquieu - seperation of branches of government

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to name two events important to the development of modern democracy (1500 - present).

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.16

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become acquainted with the system of checks and balances.

Activities: What will be done, when, how much (time), by whom?

1. Because of the complexity of the system of checks and balances the best way to insure that students grasp the general idea of the system is to illustrate or make a diagram.

   a) the student(s) may use an opaque projector to reproduce a diagram from the government, civics textbook, or an encyclopedia on a piece of butcher paper.
   b) the reproduction may then be colored and transferred to a bulletin board.

2. Discuss - the procedure of Checks and Balances.

3. If so desired help the student find information on a current bill in Congress that is awaiting the President's signature or has already been signed or vetoed.

4. Have the student follow the development of this bill.

5. Locate a recent supreme court case whereby the Supreme Court has had to exercise its powers as set by the checks and balances system.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to give one example of a "check" that each branch of the government has over another.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.17

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To acquaint the students with the political party and its function.

Activities: What will be done, when, how much (time), by whom?

1. Contact the League of Woman Voters in your area and ask them for a copy of one of the major party platforms.
2. Ask if one of the members of the league is willing to come to the classroom to go over the "party platform" of any chosen party.
3. DEFINE THE TERM: "Political Party"

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the term "political party."

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.18

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the development of political parties in the United States.

Activities: What will be done, when, how much (time), by whom?

1. After you have REVIEWED the history of the development of political parties in the United States:

   a) Instruct the students to make a timeline with the main focus on"Political Parties in the U.S."

TERMS TO DEFINE: Federalists, Democratic-Republicans, Democratic Party, Whig Party.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the year of the formation of the first political party in the United States.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.19

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the two-party system in the United States

Activities: What will be done, when, how much (time), by whom?

1. REVIEW - the term "political party."
2. Make a study of the two political parties that are now dominating politics.
3. As the teacher or instructor, obtain a copy of the party platforms for the student to study.
4. Compare the platforms.
5. The student may make a comparison chart of both parties listing the stance taken on certain issues.
6. Have the student locate at least two other countries in the world with a two-party system.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to name the two political parties that dominate politics in the United States.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.20

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the minor political parties in the United States.

Activities: What will be done, when, how much (time), by whom?

1. REVIEW - the term "political party."
2. Help the student locate reference materials on the minor parties.
3. As the teacher or instructor, obtain a copy of the policital platform to the minor parties now existing, such as:

   a) libertarian
   b) Independent

4. Study the main points of the party platform.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify at least one minor political party in the United States.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.21

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the students with the qualifications functions and duties of the United States Senate and its members.

Activities: What will be done, when, how much (time), by whom?

1. REVIEW - with the students the qualifications, duties, and responsibilities of a senator.

2. Have the students hold a committee hearing.

   a) Suppose that the director of the Federal Bureau of Investigation has just retired. The President must choose someone to fill the position. He names someone, but the senate has the power to accept or reject his choice. At the hearing the committee questions the President's nominee and then makes their recommendation.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. The student will be able to define three duties of a member of the House of Representatives.
2. The student will be able to list two functions of the House of Representatives (United States Congress).

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.22

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the qualifications, duties, functions and responsibilities of the House of Representatives of the United States Congress.

Activities: What will be done, when, how much (time), by whom?

1. Outline the qualifications, duties and responsibilities of the members of the House of Representatives.

2. Create a bulletin board display on one of the members of the House of Representatives from your state. Include newspaper clippings, copies of campaign speeches, personal data, length of term in office, when elected, etc.

3. The House of Representatives has 20 standing committees.

a) Ask the students to identify five and list their function.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. The student will be able to define the qualifications of a member of the House of Representatives.
2. The student will list two functions of the House of Representatives (United States Congress).

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.23

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the qualifications and duties of the President of the United States of America.

Activities: What will be done, when, how much (time), by whom?

1. Organize a study of the current President of the United States. Provide the student(s) with materials to create a bulletin board.
2. Include campaign speeches and compare the speeches with the policies as they are now being carried out.
3. Use newspaper clippings, campaign buttons and pamphlets.
4. On one side of the bulletin board outline the qualifications, duties, and responsibilities of the President.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to cite four duties of the President of the United States.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.24

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To make the student aware of the duties and responsibilities of a voter.

Activities: What will be done, when, how much (time), by whom?

1. Obtain a copy of a voter's pamphlet. (You could contact the league of women voters.)
2. Review the section on the duties and responsibilities of a voter.
3. Obtain a copy of a voter registration card. Study it.
4. DISCUSS:
   a) Being informed on issues, candidates and party platforms
   b) Voter registration
   c) Be informed on local voting procedures
   d) Become involved
5. Help the student locate information on the number of people that voted in the last election in your area as opposed to those registered to vote. Discuss.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list at least three duties and responsibilities of a voter.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.25

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the basic structure of the political party.

Activities: What will be done, when, how much (time), by whom?

1. After outlining and discussing the basic structure of a political party:

   a) Give the students a list of what are considered to be weaknesses in the national committee organization of political parties. Include:

      - committees do not have a firm base
      - no working connection with congress
      - no continuity in the role of the chairperson
      - size of national committees

   b) Ask the students to give a reason why these points would tend to cause problems for the political party.

TERMS TO DEFINE: National convention, chairperson, precinct, direct primary, caucus, rallies, precinct leaders, primary.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe the basic structure of a political party.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.26

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the idea of a "political platform."

Activities: What will be done, when, how much (time), by whom?

1. Study and discuss this summary of selected statements from the Republican party platform, 1976.

   a) increase the size of the armed forces
   b) oppose federal registration of firearms
   c) support passage of the Equal Rights Amendment
   d) oppose national health insurance
   e) tighten rules governing welfare programs
   f) solve inflation and unemployment through increased business expansion.

2. Why must political parties have a party platform?

3. What does this platform tell (us) about this particular party.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to discuss why a political party compiles a party platform.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.27

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the roles and functions of a lobbyist.

Activities: What will be done, when, how much (time), by whom?

1. Briefly define the terms lobby, lobbying.

   a) When organized interest groups go about the business of promoting group interest in the politics of the state or nation.

2. Provide the students with ample reference material on lobbyists.*

3. Have the students form a lobby group or legislative representative group and role play the group in action. Help the students decide what the common interests of the group are, and their particular purpose for lobbying. Include a legal counsel, and reports or data to be given to the Legislators.

* Suggested Sources for the teacher or instructor:

F.L. Burdette, Lobbyists in Action (Washington D.C. 1950)
K.C. Crawford, The Pressure Boys; the Inside Story of Lobbying in America; New York, 1929.
K. Schriftgiesser, The Lobbyists; New York, 1951.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the term lobbyist and identify one method used by a lobbyist.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10 5 28

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the term "pressure group."

Activities: What will be done, when, how much (time), by whom?

1. Discuss - the people's influence on government policies by the formation of pressure groups.

   a) the United States is characterized by a great number of diverse political interest groups.

2. Give the students the definitions or guidelines for a pressure group or political interest group.

   a) groups with common aims and concerns which seek to advance their interests in the area of politics.
   b) concerns may be religious, economic, racial, sectional, or social.

3. Ask the students:

   a) If they were to form a pressure group what would be their common interests and concerns as students?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to give the definition for the term "pressure group" and discuss how they are an essential part of the democratic process.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.29

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with economic pressure groups.

Activities: What will be done, when, how much (time), by whom?

1. DEFINE AND DISCUSS - the term "economic pressure groups."
2. Give the student a list of the three different types of economic pressure groups.
   a) business e.g. Chambers of Commerce
   b) labor e.g. A.F.L. - C.I.O.
   c) agricultural e.g. American Farm Bureau
3. Assign the student to visit the local Chamber of Commerce or to write to a Farm Bureau and gather informational pamphlets. Try to find out what the aims of that pressure group are.
4. Look for their names in the newspapers. In what context are their names mentioned.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list the three most effective and active economic pressure groups in the United States.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.30

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with social pressure groups.

Activities: What will be done, when, how much (time), by whom?

1. Review the definition of a pressure group with the student(s).
2. Briefly DEFINE the term Social Pressure group.
3. Provide the student with a list of social pressure groups. Examples:

League of Women Voters	Civil Liberties Union
National Association for the Advancement of Colored People	The Sierra Club
American G.I. Forum	American Legion
	Right to Life

4. Help the student locate information on several groups and either write letters or make phone calls inviting them to come to the classroom and give a talk on the purposes, aims, and general plans of action for their group.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify at least one social pressure group and discuss its purposes and aims.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.31

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the six basic principles of the United States Constitution.

Activities: What will be done, when, how much (time), by whom?

1. REVIEW: the Constitution of the United States of America with the student.

2. Write these six basic principles on the board:

   a) popular sovereignty
   b) limited government
   c) separation of powers
   d) checks and balances
   e) judicial review
   f) federalism

3. Instruct the student to define the terms.

4. Go through the constitution and pinpoint where that principle is outlined or implied in the constitution.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list the six basic principles of the United States Constitution.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.32

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the methods of amending the United States Constitution.

Activities: What will be done, when, how much (time), by whom?

1. Provide the students with these formulas for amending the constitution:

   a) proposal coming from congress with a 2/3 majority vote in each house and 3/4 of the State legislatures must approve it before it becomes a law.

   b) 2/3 of the state legislatures ask congress to call a National Convention and the amendment should be ratified by 3/4 of the states.

   c) A National Convention may be called by congress and then the amendment ratified by the conventions in 3/4 of the states.

2. Direct the student to identify if possible the method used to make all 26 amendments.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list three methods of amending the United States Constitution.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.33

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the freedoms guaranteed in the Bill of Rights in the United States Constitution.

Activities: What will be done, when, how much (time), by whom?

1. Guide the student through a discussion and Review of the Bill of Rights.
2. Help the student create a chart where he/she divides the amendments 1-10 into two categories:
   a) Most important and,
   b) Not so important
3. Have the student(s) compare the results with other class members.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify at least five rights guaranteed by the Bill of Rights.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10 5 34

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the Amendments to the Constitution Nos. 11-26.

Activities: What will be done, when, how much (time), by whom?

1. Outline and Discuss the Amendments 11-26 to the Constitution.
2. Ask the student, "In your opinion which amendments brought about the most important improvements to our government?"
   "Which amendments seem to be the least beneficial?"
3. On a sheet of paper make two lists. Label one list "Most Beneficial Changes." On the other list write, "Least Beneficial Changes." Write in three choices for each.
4. Compare your answers with other students.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the amendments to the constitution 11-26.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area Government Sight & Sound 10.5.35

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with congressional committees.

Activities: What will be done, when, how much (time), by whom?

1. Ask the student to define and describe the following congressional committees:

   a) Standing Committees
   b) Ad Hoc Committees
   c) Select Committees
   d) Conference Committees
   e) Joint Committees

2. Ask these questions:

   a) How many bills does Congress deal with each year?
   b) Explain how the Seniority system works in the Congressional Committee system.
   c) Hom many permanent committees does the Senate have today?
   d) How many permanent committees does the House have today?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list 2-3 types of congressional committees.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Government Sight & Sound 10.5.36

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the different types of bills.

Activities: What will be done, when, how much (time), by whom?

1. If possible request a legislative calendar from your House of Representatives.
2. Help the student skim through the calendar and underline the instances where joint resolutions, public, or private bills, are being considered.
3. If possible try to arrange a visit to the state capitol, to view the House in action.

TERMS TO DEFINE: Bills, public bills, private bills, resolutions, joint resolution, concurrent resolutions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list at least two different types of bills.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.37

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with how a bill becomes a law.

Activities: What will be done, when, how much (time), by whom?

1. The simplest method to insure that students get a basic grasp of this concept is to use a flow chart.
2. Use an opaque or overhead projector to follow the path a bill takes before it ever becomes a law. Discuss and explain as you move through a flow chart.
3. Obtain a copy of such a flow chart form any general government textbook.*

   and, or

4. Locate a film on this subject.

   and, or

5. Request a current legislative calendar and pick a bill currently being considered. Attempt to pinpoint at which stage of the process it is in.

* Suggest Source: Todd, L.P., Curti, Merle. Rise of the American Nation; Harcourt, Brace, Jovanovich, Inc. New York, 1972. Page 177.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to describe the process a bill goes through before it becomes a law.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Government Sight & Sound 10.5.38

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the basic principle of the veto.

Activities: What will be done, when, how much (time), by whom?

1. DEFINE THE TERM "veto" on the board.
2. Outline the most important points.
3. Ask the students:
   a) Who in our government has the power of the veto? (Executive branches)
   National level - president
   State level - governor
   Local level - mayor
4. What is a "pocket veto?"
5. What is an "item veto?" The president does not have this right. Do you think the president should possess this power?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to define the term "veto" and name at least two examples of an official that can exercise that power.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.39

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the students to the basic components of the court system as set forth by the United States Constitution.

Activities: What will be done, when, how much (time), by whom?

1. Outline on the board the court system of the United States.

   a) The Supreme Court
   b) The Federal Courts
   c) The Federal Special Courts
   d) The State Courts

2. Read over Article III Section I of the Constitution.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to list the types of courts provided for in the U.S. Constitution.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound ~~10.5.40~~

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the Supreme Court of the United States.

Activities: What will be done, when, how much (time), by whom?

1. Present this case to the students:

   *** President Nixon refused to release tape recordings of presidential conversations for the trial of Watergate defendants, claiming that they were protected by executive privilege. (United States vs Richard M. Nixon 1974)

2. Ask the students "Who could rule on such a case?" State, Federal or Supreme Court?

   Decision rendered by Supreme Court.

3. The president must cooperate with the court by providing the necessary evidence needed for a criminal trial.

4. Discuss: Significance of the case. The Supreme Court can define executive privileges.

5. Follow this exercise with an outline of the Supreme Courts duties and functions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify one duty of the Supreme Court.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10 5 41

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To acquaint the student with the Federal Courts of the United States.

Activities: What will be done, when, how much (time), by whom?

1. Present this case to the students:

   *** The state of New York gave exclusive navigation rights between New York and New Jersey to Odgen, while the federal government gave the same to Gibbons. (Gibbons vs Ogden 1924)

2. Ask the students. "Who should preside over this case?"

3. Ask the students to forecast the decision by the court.

4. The court ruled that a state cannot grant exclusive navigation rights for interstate commerce.

5. Follow this activity with an outline of the federal court structure and their jurisdictional boundaries.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify a dispute between two states as being a case for the federal courts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade _____

Content Area Government Sight & Sound 10.5.42

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will become familiar with the duties and functions of the Federal Special Courts.

Activities: What will be done, when, how much (time), by whom?

1. Outline the Federal Special Court structure, include:

   a) Territorial Courts
   b) Courts of the District of Columbia
   c) Tax Court
   d) Court of Military Appeals

2. Direct the students to define the special courts and give at least one instance where the case would have to be heard by any one of the Special Courts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. The student will be able to identify the Special Courts. AND, OR

2. The student will be able to define the jurisdictional boundaries of the Federal Special Courts.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
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Student Name _____ **Age** _____
Last **First** **or Grade** _____

Content Area Government Sight & Sound 10.5.43

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the State Court System.

Activities: What will be done, when, how much (time), by whom?

1. Outline and define the State Court System.
2. Tell the students that any cases which are not heard by the Federal Courts are heard by the State Courts.
3. Write this list on the board:

   TYPES OF CLASSES

   a) civil
   b) small claims
   c) misdemeanor
   d) juvenile
   e) domestic relations
   f) criminal
   g) probate
   h) traffic

4. Instruct the students to define four of the above cases and give one example for each. Example: domestic relations - a child custody suit; small claims - a man sues a truck company for damages to his furniture while they were moving it.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify which types of cases fall under the jurisdiction of the State Court System.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**